

# **ASB School Improvement Plan (SIP)**

## **High School 7-12**

### **Introduction**

The Arkansas School for the Blind and Visually Impaired (ASBVI) High School has a student body of approximately 44 students. The population is predominantly free or reduced lunch and has a large population that does not reside in the central Arkansas area. ASBVI holds annual Individualized Education Plan (IEP) meetings, and parents attend registration in August.

### **Identified Concerns**

During the course of the school year, several patterns have emerged that are potential barriers to student achievement. The faculty of ASBVI has held several Professional Learning Community (PLC) meetings in which student achievement has been the targeted outcome. During these meetings the primary focus is to identify barriers to student achievement, then identify supports and interventions to reduce these impacts. The targeted areas of concern are student discipline, absenteeism, academic interventions, and academic supports.

### **Discipline**

Due to the unique nature of the student body of ASBVI, there are many factors that must be considered when reducing negative student behavior to support achievement in the classroom. There can be areas of delayed development in students who are visually impaired. Some areas include: sensory integration, fine motor skills, gross motor skills, and social norms. The Expanded Core Curriculum (ECC) is the standard for improving these deficits. However, more

targeted interventions must be utilized if students are to receive the appropriate support.

### **Absenteeism**

Student absenteeism is a chronic issue according to student data records. Attendance ranges widely from zero days absent in a semester to 10 or more days, which violates Arkansas compulsory attendance education laws and the student handbook. Furthermore, ASBVI has students who do not reside in central Arkansas. They may miss an entire five day week of school if they are not transported through school based transportation, and many of our parents lack the time or resources to transport their child to school. Students who are chronically absent tend to repeat this pattern every year.

### **Academic Interventions and Supports**

The ECC supports students by building the requisite skills for learning in the classroom. This diminishes disruptive behaviors and increases learning. Each student also receives targeted goals for academics and behavior at each IEP team meeting to address deficits. The ACT, ACT Aspire, and STAR 360 data identifies the majority of students as needing intervention in one or more areas. This will require greater support, resources, and time if students are to be properly supported in.

### **School Improvement Plan**

The faculty of ASBVI's high school have met and identified three main areas of concern, in order to address the areas; they have identified strategies and supports that will be implemented for the 2018-19 school year. The prescriptive methods of intervention are outlined in the following tables.

## Discipline

Concern	Action
Referrals	Students will be referred to the high school principal when a pattern of three or more offenses, of intensity I behavior are identified, or any intensity II or higher behaviors are identified.
Consistency in discipline/support	The student handbook will be reviewed for ambiguity and amended for more consistency. The student handbook will be followed with fidelity along with the student's IEP. This will reduce the inconsistencies found in discipline.
Back-up and Support	To ensure consistency, teachers will use the student handbook to align their classroom disciplinary measures with their classroom rules. If an intensity I behavior becomes a pattern then the student will be referred to the principal. Any intensity II or higher behavior will require automatic referral to the principal.
Positive Behavior Interventions and Supports	Students who are exhibiting chronic behaviors or establishing a pattern of behavior shall receive a behavior contract created by the school's Licensed Clinical Social Worker (LCSW) along with the classroom teachers of that student. This contract will receive frequent monitoring from the teachers that provide instruction to that student. There will be weekly updates provided by the teachers to the school's LCSW.

## Absenteeism

Concern	Action
Parents are not aware of the amount of school missed	<ul style="list-style-type: none"><li>• Parents will receive training on the Home Access Center (HAC) in order to access student attendance and grades.</li></ul>
Parents are not made aware of the amount of school missed	<ul style="list-style-type: none"><li>• Parent letters will be issued for students who have missed 5 or more days in a semester.</li></ul>
The school and parents are not utilizing the IEP process to address chronic health issues	<ul style="list-style-type: none"><li>• Students who exhibit chronic health issues shall meet with their IEP team in order to determine a plan of action. All students will be held to the compulsory attendance standard unless their IEP exempts them.</li></ul>
Parents and students have not bought in to the importance of attending school daily	<ul style="list-style-type: none"><li>• Institute attendance pledges in which parents and students co-sign a pledge to attend school.</li></ul>

## Academics

Concern	Action
A majority of students are several grade levels below in the area of Math	Students will complete the MobyMax pre-assessment to determine individual areas of greatest concern. Students who show no significant deficits in MobyMax will complete the IXL diagnostic. Students will complete MobyMax or IXL intervention based on these results.
Limited tutoring/intervention resources	After school/dorm tutoring
A majority of students are in need of support in the areas of Reading / Reading Comprehension / Writing	Research curriculum Writers in Training Workshop
A lack of uniformity in curriculum and prescriptive interventions	Reading curriculum IXL MobyMax

To assess progress, the plan will be reviewed at the end of each semester of the 2018-19 school year by the SIP planning team. During these meetings progress will be monitored and appropriate adjustments will be made to the plan. The following members will be responsible for meeting at least once per school semester in order to determine the effectiveness of the SIP and the fidelity in which it has been implemented.

- **Discipline:** Justin Rasnick – Jennifer Linder – Meg Berry – Doah Strojek
- **Absenteeism:** Samantha Ketcher - Alicia Reddick – Taylor Randall – FACS Teacher
- **Academics:** Stephanie Smith – Michele Smith – Michelle Tull – Bobby Holley – English Teacher – Math Teacher